DOCUMENT RESUME

ED 399 911 HE 029 547

AUTHOR Cross, K. Patricia; Steadman, Mimi Harris
TITLE Classroom Research: Implementing the Scholarship of Teaching. Jossey-Bass Higher and Adult Education Series.
REPORT NO ISBN-0-7879-0288-8
PUB DATE 96
NOTE 264p.
AVAILABLE FROM Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104; fax: (800) 605-2665 ($32.95).
PUB TYPE Books (010) -- Guides - Non-Classroom Use (055)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Case Studies; Change Strategies; Classroom Observation Techniques; *Classroom Research; *College Faculty; *College Instruction; Course Evaluation; Educational Quality; *Faculty Development; Higher Education; *Instructional Improvement; Intellectual Development; Learning Strategies; Metacognition; Research Design; Research Methodology; Self Esteem; *Student Attitudes; Student Development; Student Educational Objectives; Student Evaluation of Teacher Performance; Student Motivation; Teacher Role; Teacher Student Relationship

ABSTRACT

The centerpiece of this book are four cases which illustrate classroom research in the context of various learning issues in college classrooms. The cases are intended for discussion by readers of: (1) how the students in the hypothesized situation perceive what is going on; (2) possible hypotheses about what is interfering with student learning; (3) possible information available from research on learning; (4) and sources of more information about the relevant learning issues. Chapter 1 provides an introduction to classroom research in the context of four approaches to instructional improvement: the assessment movement, traditional educational research, faculty development, and the scholarship of teaching. The first three cases then address the following learning issues: prerequisite knowledge; metacognition and learning strategies; self-confidence and motivation; learning goals; deep and surface learning; student ratings of instruction; peer learning; intellectual development; and critical thinking. The fourth case study is offered as an exercise illustrating all the previously covered learning issues. Each case study, plus attendant hypotheses and synopses of relevant research, is followed by examples of how classroom research techniques might be used to investigate the hypotheses and to collect further information. (Contains 225 references) (JLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****